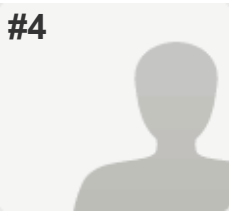


#4



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Friday, June 19, 2015 10:19:22 AM

Last Modified: Friday, June 19, 2015 10:58:33 AM

Time Spent: 00:39:11

IP Address: 205.221.92.9

PAGE 2

Q1: 1a. TLC Local Plan Measure (1)

Define standards of excellence for teaching and learning within WCSD.

Principals began using classroom walk-thrus to monitor implementation of expectations and PD within the classroom.

Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Adopted an instructional framework in which all teachers are learning about the components and expected to incorporate within each lesson.

Our teacher leaders have been the catalyst to help us move this work forward within our district. Without this support we would not have made the growth we did this year in professional conversations, professional practice and student learning.

PAGE 3

Q4: 2a. TLC Local Plan Measure (2)

Replicate excellence in every classroom.

PD feedback tool was used to identify where additional levels of support might be needed to implement expectations so that no matter what classroom a student is in the instruction meets WCSD expectations

Q5: 2b. To what extent has this measure been met?

(no label)

Somewhat Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

Through a comprehensive curriculum review process all subjects areas are aligning instruction to the Iowa Core and/or National Standards.

PAGE 4

Impact of TLC Plan

Q7: 3a. TLC Local Plan Measure (3)

Expect all to collaborate

Frequent review of PLC agendas and minutes as well as District Leadership team support to improve PLC team effectiveness

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

Identifying classrooms of excellence and providing opportunities for teachers to observe. Supports are then put in place to help teachers replicate in their own classrooms. We have designed a structure in which K-8th grade teachers are expected to collaborate around instruction on a daily basis. PLC teams are focused on: What do we want all students to know and be able to do? How will we teach this? How will we know they have learned it? What will we do if they haven't? How will we respond when they aren't learning?

PAGE 5

Q10: 4a. TLC Local Plan Measure (4)

Adopt and practice a mindset of beliefs focused on improving and accelerating student achievement for all

Review of student data (CBM and Iowa Assessments) to best align instruction to student needs

Q11: 4b. To what extent has this measure been met?

(no label)

Mostly Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

We have established "Whatever I Need" groups (k-8) and seminars (9-12) for students in which they daily get support in areas in which they are struggling, can improve upon and/or can be stretched to learn. We've studied mindset, culture and change to help adults better understand the why and purpose of our work. This has helped to set up a positive approach to our focus on student learning.

PAGE 6

Q13: 5a. TLC Local Plan Measure (5)

Respondent skipped this question

Q14: 5b. To what extent has this measure been met?

Respondent skipped this question

Q15: 5c. Description of Results (5)(limited to 3000 characters)

Respondent skipped this question

Q16: 6. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

Adjustment of content focus for some teacher leaders. More emphasis on peer coaching. Continued work on systemic supports for key priorities.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

A first year special education teacher was "co-teaching" with a veteran teacher. However, the concept was not clearly understood. With the help of our ELA and Special Education instructional coaches modeling was provided in the classroom. Then a plan of support was put in place to assist the regular and special education teacher in developing a true co-teaching model. Through many coaching and planning sessions the 2 teachers quickly adjusted their practices and developed a highly performing co-teaching relationship. This resulted in improved student achievement scores on the Iowa Assessments. In fact, almost all special education students in that classroom made either expected growth and/or were proficient.

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

Q19: Name of School District:

Winterset

Impact of TLC Plan

Q20: Name of Superintendent

Susie Meade

Q21: Person Completing this Report

Gina Robinson and Susie Meade

Q22: Date of Submission

6.19.15